

Model Curricula Development

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The New England Consortium (TNEC)

- Directed by the University of Massachusetts Lowell
- Five COSH groups:
 - MassCOSH
 - Western MassCOSH
 - RICOSH
 - ConnectiCOSH
 - NHCOSH

Coordination of TNEC

- Project Director, Project & Training Mgrs.
- Coordinating Committee: all organizations
 - Trainers' meetings two months per quarter
 - Business meeting quarterly
- Curriculum Development Committee
 - In-service training for trainers

Course Participants

- Mostly employed workers
 - Attend Open-Enrollment Courses
 - Attend On-Site Courses contracted by employer
- OSHA 29 CFR 1910.120 requires that:
 - Employers provide training prior to assignment
 - Assure that employees have received appropriate and adequate training

Minimum Generic Criteria

- Course Materials:
 - Shall be approved by the training director and used by the training provider
 - Must be reviewed and updated at least annually
 - Course equipment must be in good working order and properly maintained

Ratios

- Minimum Criteria call for:
 - At most, 30 participants per instructor
- TNEC caps courses at 25 participants
 - At most 10 students per instructor
 - Generally 3 instructors for multi-day course
 - At least 3 instructors for hands-on modules

Ratios for Hands-On Activities

- Minimum Criteria

PPE Level	Ratio (Participant - Instructor)
C & D	10 – 1
A & B	5 – 1

Proficiency Assessment

- Written exam of at least 50 questions
- Shall be justified, documented, and approved by the Training Director
 - TNEC uses the exam as a course review
 - Demonstrate ability to use resources
- Issue
 - How to assess proficiency but not jeopardize employment

Worker Training Principles and Characteristics of Excellence

- Provide training for people with diverse backgrounds and learning experiences.
- Confront the gap between academic (theoretical) understanding and actual job performance.
 - Many different ways of presenting information

Characteristics of Excellence

Accurate

Believable

Comprehensive

Clear

Principles of Adult Education

- Appendix A: Interpretive Guidance
- Meet the needs and learning styles of adult Learners
- Wallerstein & Rubenstein, *Teaching About Job Hazards*
- Szudy & Gonzalez Arroyo, *The Right to Understand: Linking Literacy to Health and Safety Training*

1st Responder Operations Level

- Collateral Duty Emergency Response
- Public and Facility (Off-Site, Full-Time) Emergency Response
- 1910.120(q)(6)
 - “Training shall be based on the duties and function to be performed...”

Curriculum

- “A minimum acceptable level of training and course content must be defined.”
 - Address requirements of 1910.120 (q)
 - Hands-on drills
 - Evaluation of case studies, near misses, actual responses, lessons learned
 - Learning about and using references
 - Review modules

Number of Hours

- OSHA's 1910.120 requires:
 - Awareness Level Training AND 8 hours
 - TNEC provides 24-hours
- “We do not believe that the full curriculum can be achieved in the OSHA mandated hours”

Emergency Response Plan

- Curriculum built around the development of a spill chart and program
 - For case study site, and/or
 - For participant's workplace
 - Use photographs
 - Risk Mapping activities
 - Chemical-specific information and planning

Spill Chart

- Participants develop and document a response to a given spill scenario.
- Participants can plan for chemicals used in their workplaces.
- Trainers also are prepared to assign specific chemicals to students.

Modules

- OSHA Regulations for Emergencies
- Preventing Problems: Planning
- Getting Information - Health effects
- Chemical Hazards
- Respirators
- Chemical Protective Clothing

Modules

- Measuring Hazards In Emergencies
 - Containing and Controlling Spills
 - Decontamination
 - Tasks During a Response
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- 10 Activities, with one On-Going Activity

Lessons Learned

- Curriculum Development Takes Time and Commitment
- Collective input from instructors makes for successful curriculum
- Requires piloting in variety of settings
- Must be expansive enough to support workplace-specific training